Volunteer Manual for Mentors
Fall 2019

Sites Served:
Benjamin Barnes YMCA
Englewood Elementary School
Matthews Elementary School
Maxwell Elementary School
Central Elementary School
MENTOR PREPAREDNESS CHECKLIST

Requirements
Have you met the basic requirements to volunteer for Al’s Pals?
☐ submitted information for a Criminal Background Check
☐ reviewed the Volunteer Manual before orientation
☐ checked your nametag for accuracy and know it is your responsibility to bring it each week
☐ create a Give Pulse account!

Mentor Role
Do you understand your volunteer role?
☐ I have reviewed my position description and addressed any questions with my grade leader.
☐ I am aware of time and date commitments of my service.
☐ I understand the restrictions that apply to my contact with students and that my grade leader and UA staff are my supervisors.

Protocol
Are you aware of the protocols established for Al’s Pals?
☐ make sure you are aware of information including: Restroom policy, discipline, daily schedule, class rewards, and emergency protocol.
☐ know who to approach for alternate plans when your grade leader or the mentee you work with is absent.
☐ know how students should refer to you. (Mr., Ms., first name, etc.)

Orientation
Do you know where you are going and what to do at the school?
☐ Where you should park?
☐ Where the bathrooms are?
☐ How to sign-in/sign-out?
☐ Location of the special rooms you might need (library, computer lab, etc.)?
☐ Picked up a list of important contacts (grade leader)

Training
What training do you need to complete before mentoring?
☐ Did you attend the volunteer orientation?
☐ Have you marked your calendar for upcoming trainings/events offered throughout the semester?
Welcome
Welcome to Al’s Pals - one of the meaningful ways a UA student can volunteer. As a mentor, you will be the role model and special support system for a child who is vulnerable for educational failure. We thank you for choosing to be a part of the AL’s Pals program. Building mentoring relationships is a challenge, and we appreciate your willingness to commit your time and energy to improving the lives of young people in Tuscaloosa. Always remember that a town’s true treasure is its children.

Table of Contents

Preparedness Checklist Page 2
Table of Contents / Semester At-A-Glance Page 3
Mentor Expectations Page 4
Great Beginnings Page 5
Daily Responsibilities Page 6
Sample Lesson Plan Page 7
Leading Opening Activity / Progress Journals Page 8
Relationship Building Page 9
Behavior Management That Works Page 10
Al’s Pals Reward System Page 11
Behavioral Guidelines Chart Page 12
Policies and Procedures Page 13
Termination Page 14
Safety/Risk Management Page 15
Calendar, Dates, and Contact Information Page 16
Contact Information Page 17

Semester At-A-Glance

<table>
<thead>
<tr>
<th>Wk #</th>
<th>Week of</th>
<th>Day 1</th>
<th>Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sep 9-12</td>
<td>Get to Know You (Talk like a Pirate)</td>
<td>Get to Know You (Talk like a Pirate)</td>
</tr>
<tr>
<td>2</td>
<td>Sep 16-19</td>
<td>Math</td>
<td>Activity</td>
</tr>
<tr>
<td>3</td>
<td>Sep 23-26</td>
<td>Activity</td>
<td>ELA</td>
</tr>
<tr>
<td>4</td>
<td>Sep 30 – Oct 3</td>
<td>ELA</td>
<td>Activity</td>
</tr>
<tr>
<td>5</td>
<td>Oct 7-10*</td>
<td>Activity</td>
<td>Math</td>
</tr>
<tr>
<td>6</td>
<td>Oct 14-17*</td>
<td>Math</td>
<td>Activity</td>
</tr>
<tr>
<td>7</td>
<td>Oct 21-24</td>
<td>Activity</td>
<td>ELA</td>
</tr>
<tr>
<td>-</td>
<td>Oct 28-31</td>
<td>Off for Fall Break – No Programs</td>
<td>Off for Fall Break – No Programs</td>
</tr>
<tr>
<td>8</td>
<td>Nov 4-7</td>
<td>ELA</td>
<td>Activity</td>
</tr>
<tr>
<td>9</td>
<td>Nov 12-14</td>
<td>Activity</td>
<td>Math/ELA</td>
</tr>
<tr>
<td>10</td>
<td>Nov 18-21</td>
<td>End of Semester Celebration</td>
<td>End of Semester Celebration</td>
</tr>
</tbody>
</table>

* Oct 7/8 – City Schools Closed
* Oct 14/15 – County Schools Closed
Mentor Expectations

- Be 100% committed to your mentee!
- Be a role model at ALL times. Watch what you say, do, and how you interact with mentors, mentees, parents, other grade leaders, and Al’s Pals staff.
- Complete your background check and sign confidentiality statements as required by our school partners.
- Sign-in on time and remain for duration of programs except under special circumstances that have been pre-approved.
- Attend required orientation for your site.
- Attend In-Service Trainings throughout the semester.
- Meet with your grade level on site before mentees arrive to discuss the lesson.
- Communicate with your grade leader about any relevant information.
- Clean up area and help others around you to ensure facilities are left clean and without trash.
- **Know your mentee’s name, likes, and dislikes;** help foster a community-oriented environment at Al’s Pals.
- Actively engage in Opening Activities.
- Take responsibility for your actions and your mentee’s actions.
- Read handouts and other important Al’s Pals information.
- Do not use your cell phone!
- No social media use – only ATL or Site Supervisor are allowed to handle social media postings.
- Create a Give Pulse account – we will upload hours for you at the end of the semester.
- **Please note: hours will not be verified for mentors who are dismissed or who drop out.**
- Complete surveys (if surveys are not completed, then hours will not be credited).

**REPORT INCIDENTS IMMEDIATELY TO YOUR GRADE LEADER**

Mentors may use their participation in Al’s Pals as their volunteer commitment in a service-learning course or for bonus points if their professor agrees. Documentation will be provided on request. Mentors are expected to be present weekly except in the case of serious illness or a family emergency and must report to their grade leader before the absence occurs. Mentors who enjoy the experience and demonstrate a high level of responsibility and willingness to assist as needed are often invited to become grade leaders.
Great Beginnings for Mentors

The Importance of a Good Beginning: Your role is to help your mentee grow and learn in unique ways, so that he or she benefits from your expectations, skills, attention, and interaction with him or her. Paying attention to the things that matter builds a solid mentoring relationship. A child’s life will be improved by the time you spend together.

Follow these suggestions to develop a positive and meaningful relationships:

• As a Mentor you are expected to:
  o Be in charge at all times and responsible for what is going on.
  o Make sure you are a great role model in every way (dress, speech, respect shown to others, etc.).
  o Be sensitive to the impact your actions may have on a child. Try to provide honest, but balanced feedback about their efforts and skills.
  o Be there each week. Mentees are devastated when you are absent. If you can’t be there because of serious illness, send an email to your grade leader written to your mentee.
  o Make safety a top priority. Always be near and have eyes on your mentee.
  o Be responsible with information shared with you by a mentee or another mentor. Notify your grade leader, Site Supervisor, or Lynette Campos of any concerns.

• Respect the differences between you and your mentee:
  o Serve everyone in our program with respect, sensitivity, and dignity.
  o Some children are easy to connect with and some are more trying, but every child is important and deserves your support.
  o Recognize that your mentee may have a different set of expectations and guidance at home, than you had growing up. Share your experiences, but do not demean theirs.
  o When aware of family issues, express concern, but do not intervene directly. No mentor should offer transportation, babysitting services, money or any other monetary items directly. If you feel referrals to social service agencies are needed, ask your grade leader to inform your Site Supervisor immediately.

• The importance of attendance
  o 2 unexcused = Dismissed from program
  o 1 unexcused = Contacted by AL’s Pals Leadership Team member
  o 2 excused= Conference with Site Supervisor
  o Excused absence: verified contagious illness or UA academic related requirement
  o “Pomping” is an UNEXCUSED absence
Typical Daily Schedule

As a mentor you must arrive on time. Make sure you sign-in and discuss any questions with your grade leader.

Upon Arrival:
- Go to your assigned area and wear your name tag at all times.
- Listen carefully to your grade leader’s briefing on the Weekly Schedule and Progress Reports from the day before. Discuss any problems you had last week. Be ready to greet your mentee.

Opening Activity:
- When students arrive, touch base about their week, what homework they have to do, and what you are going to accomplish together that day. When all students are present, the group begins with an opening activity.
- Opening Activities will be led by the grade leader or assistant grade leader. This is a great time to talk about expectations for the day, discuss the lesson plan/enrichment, and any future planning that needs to be addressed. Be actively engaged!

Homework:
- Homework is priority! It is the first thing that takes place during Al’s Pals. Encourage your mentee and remind him/her that stalling/not focusing will result in missing fun activities. If you are unsure about how to assist with homework, ask the other mentors or grade leader present. Always ask permission if you need to use anything in a teacher’s room.

Enrichment:
- Enrichment: this lesson plan takes priority over everything except homework. It takes place during the last 30-45 or so minutes of the day. Your enthusiasm about the proposed activity will determine your mentee’s level of participation.
- Extra time: Practice math facts, spelling words, or vocabulary words. You might also choose from among the skill builders available in the Al’s Pals supply box that you think will most benefit your mentees. Consider their strengths and help them build confidence in areas where they are strong, AND help them in areas where they are weak. For instance, a student who is strong in math and not in reading may need to spend additional time on reading skills. Lessons will have tips available for those who complete their assignments quickly.

Prepping to leave:
- Make sure your mentee has gathered up his/her belongings. Make sure the progress chart is completed for your mentee.
- Make time for mentee to share highlights of the week, etc. – this is important for bonding!
- Remind mentee to take his/her enrichment items home (unless it is a craft scheduled for multiple days)
- Make sure that your area is left spotless. Make sure the tables or desks have been cleaned, trash thrown away, and materials returned to their storage place.

Debrief:
- Share with grade leader about how the day went. This time is important.
SAMPLE LESSON PLAN
3rd Grade Lesson Plan - Week 5 - Day 1

Materials Needed
- Rain Forest Animals minibook
- Pretty Parrot Project instructions
- 9 by 12-inch green construction paper
- 4 1/2 by 10-inch yellow or orange construction paper
- two 4 1/2 by 5-inch sheets of yellow construction paper
- 2 by 12-inch strips of tissue paper in bright colors (at least six per child)
- scraps of construction paper in bright colors
- 12-inch lengths of crepe streamers in assorted colors
- scissors
- glue sticks
- Pencil

Enrichment for the day:
- Rain Forest Animals minibook
- Pretty Parrot Project

Opening Activity (20 minutes)
- Go over safety, responsibility, and respect
- Opening Activity: Game or 15 minute play time to rid of energy
- Transition to homework time – remind mentees of indoor voices

Homework / Reading / Skillbuilder (35 minutes)
Make sure homework is done first.
Options for students who have little to no homework:
- Work on skill builders or help students study for an upcoming test. Most students will have a vocabulary word list, spelling word list, or math facts to study – making flashcards is always a good option.
- Read with your mentee (you can tag-team the reading if fluency is difficult). As students read, have them periodically stop and predict what will happen next and why they think so.
- If time permits, at the end of the reading, have students orally retell what happened in the beginning, middle, and end. If there is still additional time, students can draw a picture related to the story and write a sentence about what it represents.

Enrichment (30 minutes)
- Read the Rain Forest Animals minibook with the students. There are pages where students stop and reflect or answer questions within the booklet – do not spend too much time on this as the Parrot Project will take time.
- Pretty Parrot Project – follow the detailed instruction sheet to create the parrot with your mentee – each mentor should have their own copy of the instruction sheet.

Pack Up, Progress Reports, and Sticker Chart (15 minutes)
- Mentors give stars for specific actions (walking in the hall, staying focused, etc.)
- Turn in progress reports to GL
- Closing Question: Have a genuine conversation with your mentee about past or upcoming events, likes/dislikes etc. Be an active listener!

Debrief: grade leader and Mentors discuss how the day went
Opening Activity

Your grade leader or assistant grade leader will facilitate the opening activity using the following guidelines.

The purpose for the opening activity is to allow the mentees to expend energy and bond with mentors. This should be a fun experience. It is a time for group bonding and also a time to allow the mentees to take a leadership position by participating. Each mentee/mentor pair can take turns leading the group throughout the semester.

Behavioral should be reviewed during every opening activity. What we consider to be safe, responsible and respectful is outlined in our behavior guidelines. The children can’t be expected to know how to behave unless you define it for them, and lead by example.

- Begin the opening activity by asking for examples of safe, responsible, and respectful behavior that they have practiced or seen from other students.
- Incorporate exercise as part of the activity. Call on different students to come to the center and do an exercise (one that it is reasonable to think everyone can do such as jumping jacks, or waving arms over your head.) Have everyone repeat that exercise 5 or 10 times and then call on another student to be the “leader.”
- Be sure to give a “3 minute warning” when it is time to return to the classroom. Make everyone stop at the outside door so they can “find” their indoor behavior.
- Review with mentees the expectation of focusing on homework as a priority.

Al’s Pals Progress Journals

The entire semester is on one sheet to better demonstrate trends in behavior and provide opportunities for reflection on behavior. A maximum of three stickers can be earned per day.
Relationship Building

- **The value of a mentoring relationship:**
  - Mentoring relationships can alleviate tensions, and help with the challenging experiences your mentee may face.
  - Listening, and providing alternate perspectives can present an opportunity for youth to develop a bond while enhancing social skills.

- **According to Rhodes (2006), mentoring relationships can:**
  - Enhance social and emotional development
  - Improve cognitive functioning (learning)
  - Promote positive identity development (self-esteem)

- **Tips for building relationships:**
  - Be predictable and consistent even if your mentee isn’t.
  - Find out what they are interested in doing and learning. Possible conversation topics are family, friends, sports, food, and school.
  - Even though you are building a relationship, remember that you are the adult and responsible for moving things forward.
  - Be sensitive to your mentee’s circumstances. Some of these students may have very different lives than you do. Listen respectfully. This is not a place to judge.

- **Share Your Expectations**
  - Guidelines for forming rules/expectations:
    - **Be positive** – focus on what the mentees can do
    - **Be general** – keep instructions simple, use short statements
    - **Be minimal** – have no more than 3-8 rules/expectations

- **Form Procedures**
  - Rules are WHAT we do; procedures are HOW we do it.
  - Procedures are specific routines that are established:
    - Beginning and end of the day (placement of belongings, snack, cleanup, progress reports, stickers, etc.)
    - Bathroom/Hallway procedure
  - Procedures provide structure, predictability, and a sense of safety.
  - *Follow SITE establish procedures!*

One of your goals as a mentor should be to uphold procedures. Students need to know how you do things. Establish routines.
Behavior Management That Works

- Redirect. Channel energy to activities that are safe AND fun.
- Give directions in POSITIVE terms. Example: “Show me how you can walk!” vs. “Don’t run!”
- Offer honest praise. Everyone likes being told what he or she is doing RIGHT!
- Give students “special jobs” as a reward or as a way to keep them in line. Students love to be your assistants because they get to spend time with you.
- 90% of communication is nonverbal. So the LOOK on your face, the TONE of your voice, and your BODY language are all key.
- Use the student’s name to show that you care about him or her.
- When a problem occurs, remove the audience.

Mix and Match Behavior Strategies—Find what works for your mentee!

- **Reward positive behavior!**
  - Avoid general statements like “good job”
  - Be specific with your praise! It should be based on an action. (i.e. Hailey, I love the way you raised your hand before speaking.)
- **Motivate your mentee!**
  - Example – “We won’t have to spend as much time on homework if everyone stays on task and gets their work done.”
- **Make a point!**
  - Simple actions can address an inappropriate behavior without calling attention to the child.
    - Example – the dramatic pause, silence.
    - Example – the stern, “teacher look”
    - Example – standing/sitting next to a child who is acting out
- **Follow through with consequences!**
  - The use of adverse consequences to weaken an inappropriate behavior.
    - Presentation punishment – verbal or written reprimand
    - Removal punishment – time-out – not following the group to next activity
    - Bring to Site Supervisor or staff present
    - Report to school, social worker, or counselor
- Avoid spotlighting or shaming a child, take them aside from others and use a calm voice.

- **Make consequences logical!**
  - Allow the student to choose one of two logical consequences when responding to an inappropriate behavior.
  - Example – If a student pushes someone in line – “Show me how you can stop pushing, or you can wait at the end of the line until everyone else has gone.”
  - Example – If a student fights/argues during an activity – “Show me how you can cooperate with the rules of the game or you can sit out and come up with a plan to avoid arguing in the future.”

- **Try a new strategy to change behavior!**
  - Management strategies that change behavior by motivating a person to act on their thoughts.
  - Example – Create goals and/or to-do checklists for an individual (i.e. No “call-outs” all day.)
  - Example – Use specific motivational phrases, mantras to keep a kid going. (i.e. You are almost there)
  - Example – Have child keep a diary/journal of behaviors and review it with them.
Al’s Pals Reward System

- Mentees will have a progress chart in a folder where the mentor and mentee tracks stickers for each day/week. Mentees can receive up to three (3) stickers per day. When the mentee receives 20 stickers, he or she is eligible for a prize.
- How do students receive stickers?
- Look to your behavior guideline as a guide! Safety, Responsible, and Respectful are outlined in your behavior guidelines. As students do something that is safe, responsible, or respectful, recognize them for this behavior.
- Safe- walking and not running in the hall, waiting patiently in line, etc.
- Respectful- helping another student out, sharing, listening to directions, etc.
- Responsible- lessons and homework time, cleaning up one’s space, following directions, etc.
- Students may also be awarded stickers or stars for any act of exceptional behavior, effort, or kindness.
- Please note that you as a mentor will award stickers since you know best how your child has done that day.
- Stickers are given when students are “caught” doing good things. You must explain what specific action behind the student’s receiving recognition.

Behavior Guidelines for Grade Leaders and Mentors

Make sure mentors and mentees are together at ALL times.

Profanity
Don't let mentees get away with swearing or using racial/sexual slurs in general or towards other individuals. Pull them aside and explain why those remarks are inappropriate, disrespectful, and even hurtful.

Roughhousing
Mentees should respect other's personal space. Separate and sit mentees down if roughhousing occurs. Explain how the action makes everyone unsafe. Watch students playing outside, so contact does not involve pushing, shoving, fighting, or harmful actions.

Disrespect & Disruptions
Mentees are expected to follow directions from their mentors and grade leaders. Lead by example in showing them respect. Don't let mentees interrupt mentors, the grade leader, or distract other students

Bullying & Harassment
Mentees must be separated immediately if they are threatening each other. You should also correct any bullying behavior (passing notes, taunting, etc.). Make sure mentees understand why bullying and harassment can’t be allowed at Al's Pals and will result in consequences.

Misuse & Stealing
Mentees need to know stealing from one another, the school, or Al's Pals is not okay. Make sure mentees are careful with the property in classrooms.

Tardiness & Attendance
Your grade leader will keep an accurate track of attendance and let mentees know skipping or being late more than three times means they will be asked to leave the program. As a mentor, reinforce this policy and remind mentees as well.

Mentors are responsible for handing out stickers. Your grade leader may help you recognize positive behavior and let you know the mentee is doing positive things.

GLs will step in and help you here. Fights, stealing, and tardiness are areas GLs NEED to address. GLs will ask you for feedback about what you think needs to be done in the situation but the GL is to be responsible for the actions listed.
## Behavior Guidelines

<table>
<thead>
<tr>
<th>Safe</th>
<th>Hallway</th>
<th>Playground</th>
<th>Cafeteria</th>
<th>Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voice Level 0</td>
<td>Voice Level 0-3</td>
<td>Voice Level 0 – 1</td>
<td>Voice Level 0 - 2</td>
<td></td>
</tr>
<tr>
<td>- Walk.</td>
<td>- Follow safety rules.</td>
<td>- Eat your own snack.</td>
<td>- Stay in your personal space.</td>
<td></td>
</tr>
<tr>
<td>- Stay in your line.</td>
<td>- Listen for directions.</td>
<td>- Have a calm body while waiting in line and eating.</td>
<td>- Listen for directions.</td>
<td></td>
</tr>
<tr>
<td>- Keep your backpack zipped and on your back.</td>
<td>- Stay within boundaries.</td>
<td>- Stay seated until you are dismissed.</td>
<td>- Walk.</td>
<td></td>
</tr>
<tr>
<td>- Listen for Directions</td>
<td>- Listen for Directions</td>
<td>- Listen for Directions</td>
<td>- Bring whatever you need with you.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responsible</th>
<th>Hallway</th>
<th>Playground</th>
<th>Cafeteria</th>
<th>Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voice Level 0, 1</td>
<td>Voice Level 0-3</td>
<td>Voice Level 0 – 1</td>
<td>Voice Level 0 - 2</td>
<td></td>
</tr>
<tr>
<td>- Go directly to where you need to be.</td>
<td>- Share with others.</td>
<td>- Make room for others at the table.</td>
<td>- Clean up after yourself.</td>
<td></td>
</tr>
<tr>
<td>- Follow directions.</td>
<td>- Tell an adult if you see an unsafe choice.</td>
<td>- Be a problem solver.</td>
<td>- Follow directions.</td>
<td></td>
</tr>
<tr>
<td>- Stay to the right on the stairs.</td>
<td>- Line up when the signal is given</td>
<td>- Clean up your space.</td>
<td>- Stay focused</td>
<td></td>
</tr>
<tr>
<td>- Follow directions.</td>
<td>- Follow directions.</td>
<td>- Follow directions.</td>
<td>- Bring whatever you need with you.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Respectful</th>
<th>Hallway</th>
<th>Playground</th>
<th>Cafeteria</th>
<th>Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voice level 0 or 1.</td>
<td>Voice level 0-3.</td>
<td>Voice level 0 - 1.</td>
<td>Voice level 0 - 2</td>
<td></td>
</tr>
<tr>
<td>- Enjoy the artwork; with your eyes only.</td>
<td>- Use kind language.</td>
<td>- Use good manners.</td>
<td>- Work cooperatively.</td>
<td></td>
</tr>
<tr>
<td>- Stay in your personal space.</td>
<td>- Take turns.</td>
<td>- Ask politely if you need help.</td>
<td>- Listen well when others speak.</td>
<td></td>
</tr>
<tr>
<td>- Follow game rules</td>
<td>- Be a good sport.</td>
<td>- Wait patiently and quietly in line.</td>
<td>- Be considerate.</td>
<td></td>
</tr>
<tr>
<td>- Follow game rules</td>
<td></td>
<td></td>
<td>- Show kindness to others.</td>
<td></td>
</tr>
</tbody>
</table>

**Voice Levels**
- 0 = Silent
- 1 = Whisper
- 2 = Normal Voice
- 3 = Outside Voice
Policies and Procedures Rules
Note: There are no exceptions to these standards

- **Cell Phones:**
  - Leave phone locked in car except in emergency situations.

- **Dress Code:**
  - Dress appropriately and professionally.
    - Shorts and leggings are not acceptable clothing. Jeans and khakis preferred.
    - Tops cannot show midriffs, bare shoulders, or be low-cut.
    - Footwear must be suitable for playing outside.
    - No inappropriate advertisements or sayings on clothing.

- **Language:**
  - Always use person first language
  - Be careful of your speech
  - Do not use any sexually explicit language or innuendos.
  - Be aware of cultural wording.
  - Always be respectful and expect children to respect their peers, other mentors, the grade leader and staff.
  - Language used with other mentors must be as appropriate as when you speak to mentees.
  - Do not discuss your social life with other mentors, GLs, or staff – someone will always hear you, including children.

- **Substance Use:**
  - Sites are drug-free and tobacco free workplaces – any violation will mean instant dismissal.
  - If you are a smoker, be careful that you do not smell like cigarette smoke when you are volunteering.

- **Driving Youth:**
  - As a volunteer, you may NEVER drive one of the children anywhere including home.
  - Do not interfere with students being able to get on the bus and do not allow them to change their transportation plans (ie: get you to say it’s OK for them to leave with friends or on another bus).

- **Parent Communication**
  - We encourage frequent informal, but professional conversation. Be sure to discuss only details of the day particular to your mentee. If you need to refer to other students, you cannot use their names.
  - Parents want to hear good things, so try to begin and end your conversation on a positive note.
Termination

In order to keep the children and our volunteers safe at all times, volunteers may be terminated if any of the things described below occur. No hours will be verified for a student who is terminated.

- A DUI charge
- Relapse in a drug recovery program
- Violence or history of violence revealed
- Sexual harassment or bullying
- Theft or Vandalism
- Insubordination
- Social Media Contact
- Failure to report information to your Site Supervisor that could endanger a child under the child protection policy.
- Violation of the program’s policies
- Dress Code violations:
  - 1st offense – warning; asked to change or “fix” the violation
  - 2nd offense – directed to leave for the day
  - 3rd offense – removed from program
- Being disengaged. If you feel like you are disengaged, think about WHY. Are you frustrated? Do you need extra help? Your experience is what you make it – make it great!

Too many absences

- 2 unexcused = Dismissed
- 1 unexcused = Contacted by Al’s Pals Leadership Team member
- 2 excused= Conference with Site Supervisor
- Excused absence: verified contagious illness or UA academic related requirement
- “Pomping” is an UNEXCUSED absence
Safety

To ensure the safest possible environment, always keep an eye out for potential problems. Report even minor injuries or complaints of feeling sick to your grade leader IMMEDIATELY.

- First Aid:
  - You are encouraged to take CPR and/or First Aid training.
  - In case of minor injury, escort mentee to office – First Aid kits are at the front offices. Notify your grade leader of the incident.
  - Never move a child when there is a concern of a head, neck, back, or broken limb injury.
  - Do not administer medicine.
  - Contact your grade leader immediately with any concerns or incidents.

- Reporting Incidents of Abuse:
  - Maintaining confidentiality about a child’s private life is of utmost importance. However, if a student tells you anything that makes you uncomfortable about their health or safety, notify your grade leader immediately.
  - Physical abuse, sexual abuse, and neglect* must be dealt with in a professional manner. Please discuss any concern with your grade leader immediately. These issues must be reported orally to the Principal if you are at a school or the UA Police Department with a written follow-up. The, grade leader, Site Supervisor or a staff member will be there to guide you should reporting be necessary.

* Definition of these terms:
  - Physical Abuse – non-accidental physical harm or injury to a child by a caregiver.
  - Sexual Abuse – includes touching, exposure to pornography, and any activity intended to sexually gratify an abuser, including internet-focused sexual exploitation.
  - Neglect – the failure to provide adequate food, medical treatment, supervision, clothing, or shelter.

Make sure that there is no physical contact with mentees unless others are present.

- Appropriate and Inappropriate Forms of Expressing Affection:
  - **Do:** Brief hugs; high fives and hand slapping; verbal praise; touching hands, shoulders, and arms; arms around shoulders; holding hands when walking with small children are acceptable forms of affection. Always make sure that students are comfortable with your level of touch.
  - **Don’t:** Touch heads or hair, **pick up a child, or give piggyback rides.** You may let them “play” with your hair if that is acceptable to you. NO full frontal hugs, tickling, wrestling, contact with a child’s private areas, sitting on laps, or engaging in any action that could be construed as sexual.

- Communication: While it is important that your mentee have your complete attention when you are together at the mentoring program, there is to be no outside contact unless a special Al’s Pals group event has been planned.
  - No exchange of emails, phone numbers, or acceptance as Facebook friends.
  - Absolutely no social media connections with your mentees.
  - Please remember that you are a role model too in the eyes of mentors, other grade leaders, site leaders, faculty and staff. Prospective employers for jobs and internships also share an interest in how you choose to present yourself on social media. For these reasons, we urge you to consider the appropriateness of the pictures and comments you post.

Mentors need to inform the Student Leader with any reported incident. Report what you hear. Do NOT probe for details – it is not your job to investigate.

Mentors are NOT allowed to swing students by their arms OR give piggyback rides. It’s not safe and it is not allowed in the school day.
Al’s Pals Important Dates for Fall 2019

Mentor Interviews – Aug 22-Sep 6 (continuous as needed)
Assistant Grade leader & Grade leader Training – TBD
Mentor Orientation at the Schools – Week 1, Sep 9-12, 3:15-5PM
Make-up Orientation – Week of Sep16 at school sites, after programs have ended for the day
First Week of Mentoring – Sep 9-12
TBD – McKenzie Court Back to School Bash 3:30PM-5PM (tentative)
TBD – McKenzie Court Fall Fest 3:30-5PM (tentative)
Last Week of Mentoring – Nov 18-21
Grade leader Celebration (tentative - exact date/time/location TBD)

***In-service Topics***

Plan on briefing mentors each week before/after programs on the topic we provide.
Your GL report will address feedback specific to this topic.

No Programs

- Oct 28-31 – Fall Break
Contact Information

TBD  ___-___-____  ________@crimson.ua.edu
Graduate Student Worker
Matthews Elementary Site Supervisor

TBD  ___-___-____  ________@crimson.ua.edu
Graduate Student Worker
Maxwell Elementary Site Supervisor

TBD  ___-___-____  ________@crimson.ua.edu
Graduate Student Worker
Benjamin Barnes YMCA Site Supervisor

TBD  ___-___-____  ________@crimson.ua.edu
Graduate Student Worker
Englewood Elementary Site Supervisor

TBD  ___-___-____  ________@crimson.ua.edu
Graduate Student Worker
Central Elementary Site Supervisor

Dalton Harris  ___-___-____  ________@crimson.ua.edu
Team Leader, Al’s Pals

TBD  ___-___-____  ________@crimson.ua.edu
Coordinator, Al’s Pals

Social Media:
Facebook:  alspalsua
Instagram:  alspalsua
Twitter:  @alspalsua
Website:  leadandserve.sa.ua.edu (click on Community Action Teams)

The University of Alabama Center for Service and Leadership
1100 Ferguson Center
205-348-2865
(located to the right of the SupeStore)